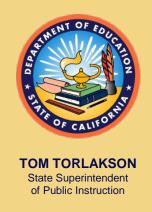


# 2014 Assessment and Accountability Information Meeting

### Preparing for Smarter Balanced Spring 2015: Best Practices

Senior Assessment Fellows
Assessment Development and Administration Division



#### What worked in 2014?

- Collaboration
- Communication with Stakeholders
- Training
- Student Registration
- Technology Preparation and Troubleshooting
- Scheduling



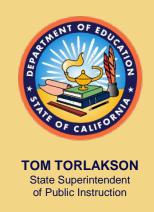
### Collaboration

 California Assessment of Student Performance and Progress (CAASPP) and

California Longitudinal Pupil
Achievement Data System (CALPADS)
and

Technology Staff

Local educational agency (LEA) and sites



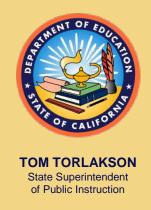
### Communication with Stakeholders

- Students
- Teachers
- Parents
- Community



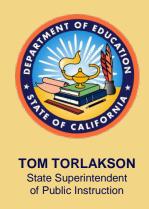
### **Training**

- LEA and site coordinators
- Technology staff
- Test administrators
- Teachers
- Students



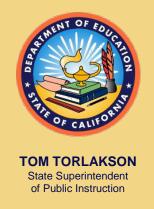
### **Student Registration**

- Continuous update of CALPADS, especially
  - SSIDs
  - Student Name
  - Grade Level



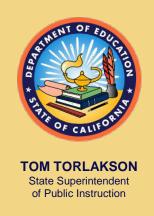
# Technology Preparation and Troubleshooting

- Selecting and preparing devices
- Testing bandwidth capacity
- Providing technology support staff to sites during testing
- Providing troubleshooting guides to site coordinators and test administrators



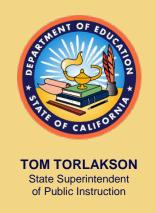
### **Scheduling**

- Flexible approach
- Thoughtful staffing
- Mindful of student need (end times, absences, use of accommodations)
- Well-planned use of facilities
- Aligned with the classroom activity administration requirements



### Practices for Success in 2015

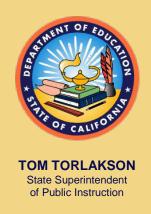
- Provide LEA systems for equitable student access to universal tools, designated supports, and accommodations (UDAs).
- Provide teachers, students, and administrators information about and experience with the student accessibility supports.
- Ensure student are comfortable and competent.
- Expand communication with stakeholders.



# LEA Systems for Equitable Access

Implement an LEA-wide, systemic process to:

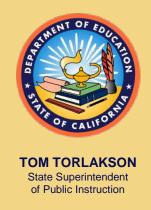
- Identify students who may benefit from student accessibility supports.
  - Team approach
  - Inclusion of parents
- Use of UDAs during instruction, classroom assessment, and Smarter Balanced assessments.
- Entry of UDAs into the Test Operation Management System.



# Knowledge of and Experience with UDAs

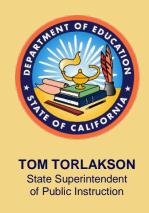
To ensure student competence with the UDAs, students need multiple opportunities to practice:

- Classroom instruction
- Practice tests
- Training tests
- Interim assessments



### **Student Readiness**

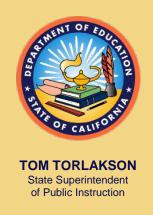
- Access to supports during instruction and classroom assessment
- Access to devices
- Multiple opportunities to acquire and practice accessibility skills
- Multiple opportunities to acquire and practice technology skills



### **Expand Communication**with Stakeholders

- Regular and ongoing messaging
  - Purpose of new system
  - Benefits of new system
  - Testing schedule
  - Reports of results
  - Accountability

Presentations to community groups



### Senior Assessment Fellows

Paula Carroll pcarroll@cde.ca.gov

Kathy Caric kcaric@cde.ca.gov

Gina Koency gkoency@cde.ca.gov

Mary Tribbey mtribbey@cde.ca.gov



#### For Further Information

### California Department of Education CAASPP Office

caaspp@cde.ca.gov 916-445-8765

#### **Smarter Balanced Web Page**

http://www.smarterbalanced.org/interimassessments/

**CAASPP.org** 

http://caaspp.org/ 1-800-955-2954